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AUTHOR Brown, Janis D.; Madhere, Serge
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ABSTRACT

This study focused on identifying factors that would enhance the probability of college attendance among African-American students. These factors included parental involvement, high school curriculum track, the prestige of one's life goal, socioeconomic status, and amount of television viewing. Data were drawn from a random selection of 1,394 African-American high school sophomores participating in the longitudinal High School and Beyond survey. Discriminant analysis revealed that those desiring to attend college were enrolled in a college preparatory high school course, possessed high occupational aspirations, had parents highly invested in them, and experienced a relatively high Socioeconomic Status (SES). The data revealed that occupational aspirations possessed greater discriminating power than SES or curriculum track. It was concluded that the best avenue for improving students' chances for success depended upon active parental involvement beginning early and continuing through and beyond high school. Four tables contain statistical data on occupational goals, SES, parental involvement, and television viewing time. (Contains 23 references.) (Author/CK)

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# Post-secondary Achievement: How prepared are our children?

by

Janis D. Brown, M.S.

Department of Psychology
and
Center for Research on the Education
of Students Placed At Risk

Howard University

and

Serge Madhere, Ph.D.

Department of Psychology
and
Center for Research on the Education
of Students Placed At Risk

Howard University

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Janis D. Brown

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Abstract

The focus of this research is to identify factors which will enhance the probability of goal attainment among African-American students. Attending a college or university is the specific goal investigated in connection with several potential sources of influence in the lives of young people. The central question is operationalized as follows: How does parental involvement, high school curriculum track, the prestige of one's life goal, socioeconomic status and amount of television viewing differentiate between those students who desire to go to college, those who do not want to go to college, those who are unsure of their college plans and those who will take a break of a year or more after high school before attending college? Data for this study were drawn from the sophomore cohort of the High School and Beyond survey. A random selection from the African-American group yielded a final sub-sample of 1,394 subjects. Discriminant analysis revealed that the group of high school sophomores who desire to attend college is often afforded favorable school and home situations. They are receiving a college preparatory high school education, have high occupational aspirations, have mothers and fathers who are highly invested in them and are favored by a higher socioeconomic status. These conditions can help them overcome numerous roadblocks. Occupational aspirations turned out to have greater discriminating power than SES or high school curriculum track. Since changing the existing curriculum tracking system of schools and one's socioeconomic status will take a considerable amount of time, the best avenue for improving students' chances for success is contingent upon active parental involvement which begins early and continues through the high school years and beyond.

Post-secondary Achievement: How prepared are our children?

There is a desperate need for success within the Black Community. At the root of this notion of racial success is the need for success of Black youth. Our children must be able to achieve their life goals in order to secure the survival of the Black family and its continued prosperity in the 21st century. Moreover, we, as researchers, educators, and parents rely on our schools to afford our children with the tools necessary to achieve their life goals as they are set early in life. If the schools were to fail at this task, the ramifications of this failure would reach far beyond the individual. While considering reform efforts for the social welfare of the Black family, it is important to research the attainability of goals and its relation to life success. A child's drive to obtain a life goal serves as a precursory indicant of his/her level of life success and the schools play an important role in the actualization of these life goals.

Two types of definitions are often used to describe success. A general definition, the achievement of something desired or attempted, is used to encompass a variety of aspirations (work-related or personal achievements). The standard dictionary definition of success speaks to the gaining of wealth or position (Webster's New World Dictionary, 1984, p. 1421). Unfortunately, this narrow definition has been adopted by most U.S. organizations and researchers. Researchers often choose to focus on extrinsic rewards as a single or chief measure of success, including compensation (Ansari, Baumgartel & Sullivan, 1982; Gattiker & Larwood, 1988; Korn, 1988; Wood, Chonko & Hunt, 1986), salary increases (Tsui & Gutek, 1984) and progress toward promotions or some other objective career path (Gattiker & Larwood, 1988; Kotter, 1982; Rosenbaum, 1985).

However, for many people, wealth and status are not the sole determinants of life-success. A *Wall Street Journal* sample of 1,500 working adults showed that fewer than one in six considered "power and influence, wealth, or prominence/fame to be very important elements in their personal definition of success" (The American Dream, 1987, p.50). Why then are career paths and work-related goals so well researched while the literature provides little information about those individuals who choose other intrinsic or non-traditional life-goals as a means of success? At Howard University, we have begun, in recent years, a modest effort toward analyzing a broader array of meaningful goals, articulating our thinking around the concept of life orientations rather than success (Madhere, 1993).

**Black Children and Success**

Black children seek success and desire to continue striving for success whether their goals be educational, occupational, wealth or family oriented. A national study surveying students who were tenth graders in 1990, found that most students had a desired occupational goal for the age of 30. Occupation types ranged from a modest farmer or craftsperson to fast-paced professionals and business owners. In this study, half of the Black students (50.3%) reported that they expected to hold a professional, business, or managerial position by the age of thirty. In addition, a third (34.0%) of those students from homes in the lower socioeconomic status also desired to be professionals, business people and managers. This is an indication that our children have ambitious and concrete, long-term goals at an early age. The major finding from goal-setting theory is that individuals who accept, or who adopt, hard specific goals perform better than those

who pursue easier and/or vaguely defined goals (Locke, Shaw, Saari & Latham, 1981; Mento, Steel & Karren, 1987).

In addition, Black parents are very invested in their children and in some cases more than their White counterparts. A majority of Black parents nationwide reported that they regularly talk with their child about current school experiences (75.0% as opposed to 82.3% of Whites) school plans (57.8%; 45.0% of Whites) and plans after high school (51.4%; 35.4% of Whites). Many parents also report having family rules about the number of hours of television watched on school days (75.3%), doing homework (95.5%), and maintaining a certain grade point average (82.3%). Therefore, it seems that Black parents want their children to succeed. More importantly, they are taking an active part in their child's (or children's) future success and goal attainment.

Of course, we all know that in order to achieve any professional goals, one must get an education that exceeds the high school level. National statistics show that our children also have high educational aspirations. In 1980, 48.5% of all sophomores in high school planned to go to college right after graduation. By 1990, that percentage rose to 60.3% of all sophomores. An additional 17.1% planned to attend college one year after graduation from high school. This percentage had also risen from a decade ago. In concert with the national averages, the percentage of Black students who planned to attend college immediately after high school rose from just over half (51.5%) in 1980 to 62.2% in 1990. That is more than 10 percentage points. In addition, another 15.5% of Black high school sophomores desired to go to college a year after graduation. Although this percentage is slightly lower than the 1980 statistics (17.9%), it is still inspiring to

know that some Black children adhere to their higher educational aspirations even when they must be delayed for one reason or another. Interestingly, Mathieu (1992) found that subjects reported higher commitment to self-set goals than they did for assigned goals.

A majority of sophomores nationwide (32.1%) desired to be college graduates and obtain a four-year degree. Similarly, almost equal numbers of Black high school sophomores wanted to pursue a postgraduate degree (30.5%) or obtain at least two years of college or vocational school (30.2%). Even more impressive is the fact that 42.1% of those students in the lower socioeconomic bracket desired to complete at least two years or less of college or vocational school. This shows a definite change in focus for these students who only aspired to achieve a high school level education or less a decade ago.

In summary, Black children have ambitious occupational goals, they show a desire to attend higher educational institutions and intend to pursue a four-year degree and beyond. They have concrete goals in life and exhibit the desire to achieve them. Additionally, Black parents exhibit a desire to see their children succeed in life and, therefore, take an active role in their children's education and the planning of their post-secondary goals. Why, then, are Black children not able to realize their goals? What obstacles are in their paths to success?

**Road Blocks to Success**

While many Black children desire to achieve success, the road to success is a difficult path to travel. One must exhibit strong commitment to a goal if attainment is to be realized. Within the realm of expectancy theory, goal commitment has been found to be impacted by situational and personal factors that affect both the attractiveness and

expectancy of goal attainment (Hollenbeck & Klein, 1987). Brunstein (1993) described commitment as the extent to which personal goals were associated with a strong sense of determination, with the willingness to invest effort, and with impatient striving for goal implementation. In contrast, expectancy of goal attainment or attainability is the extent to which a person perceives favorable versus unfavorable conditions to accomplish personal goals. The expectancy of success is often tied to the experience of success. School may be the primary environment where young people have their first objective experience of success or failure. Personal goals are often formed, encouraged or shattered within the public schools. They not only provide the foundation for further educational goals that adolescents may have, but also serve as a starting point for other work-related and nonwork-related personal goals. Different types of relationships, ties to the community, the basics of business, educational and vocational skills can all be developed within the context of a school.

Several school-related variables have the potential to influence the pattern of one's career development or the attainment of other life goals. Student assignment to a curriculum track, or tracking as it is commonly called, is a strong predictor of educational attainment. Between 1982 and 1990, the percentage of students reported being in an academic/college preparatory high school program increased, while the percentage of students in a general or vocational program decreased. This trend was true for both males and females and among Whites and Blacks. However, by 1990, 52.2% of all high school sophomores in public schools across the country were enrolled in a general educational program, 39.1% were enrolled in a college preparatory or academic program and 8.7%

were enrolled in a vocational program. In contrast, 62.7% of all high school sophomores nationwide in Catholic schools reported being in a college preparatory or academic program, while only 35.9% reported being in a general program and 1.6% were in a vocational program. Similarly, 55.6% of students in other private schools nationwide also reported being in a college preparatory or academic program, 43.9% were in a general program and a mere 0.5% were in a vocational program. Apparently, public schools are not geared toward producing students who will be prepared for a college program as private schools seem to be. These numbers are a concern when most Black students attend public schools and more of these students are reporting a desire to attend college. Granted, not every family can afford to pay for private school. Fortunately, there is another variable that is an even stronger predictor of post-secondary success than curriculum track. That variable is the number of advanced courses taken by students while in high school (Lee, Bryk, & Smith, 1993; Madhere, 1996). Parents can and should demand the inclusion of these courses in the public school curriculum, and ensure that their children are afforded the opportunity to take them. Poor families are dependent upon the public school system to educate their children and prepare them for higher education if they desire to attend. How can their life successes be actualized if they are not being properly prepared?

The 21st century will bring in a new age of technology where it will be a necessity for everyone to be adept in the use of computers. Computers are utilized in numerous ways and in a wide variety of occupations. In late 1989, 57.6% of workers with four years of college education reported using a computer in order to carry out their duties. It

is of great importance that the children of today become computer literate. In late 1990, almost all public (98.8%), Catholic (98.7%), and other private (90.4%) secondary schools reported the availability of microcomputers on their premises. However, only 39% of students in grades nine through twelve who attended public school and 42.6% of students attending private school reported using computers at school. Perhaps this difference in reported computer use between schools and students is due to computers being used for administrative purposes, or in a specialized manner. The computers that schools have at their disposal may not be available to all students. For instance, schools may employ computers for skill exercises with remedial students or those in pull-out programs. But, drill-and-practice exercises do not necessarily make a person computer literate. Computer literacy means the ability to use a computer as a tool for problem solving. This implies setting up or accessing databases, extracting and analyzing information, as well as preparing and communicating results in the form of new knowledge. Black children must become computer literate and be provided equal opportunity to do so as other students.

Finally, the effects of poverty on a child's education are well documented. Children from poor families have a lower level of average achievement and are more likely to dropout than other children. Children from poor homes may lack adequate preparation for elementary school learning and may therefore be handicapped or fall behind other children upon entering school. Without the proper school services, these children may remain in a handicapped situation and be forced to play "catch-up" even throughout their high school years. If this achievement pattern is not detected and active steps are not taken to correct it, many Black children may only be destined for

underachievement. This is not to say that they are not able or do not have the potential to achieve, but rather that their ability to achieve is not recognized early in the educational process. When one's potentials are recognized early they can be developed so that a pattern of success can materialize.

Although the percentage of children below poverty level decreased in past decades (1960's and 1970's), this figure has been rising since the 1980's. The percentage of Black children living in poverty decreased by more than twenty percentage points between 1960 and 1990, though it was higher throughout the 1980's than it had been during the 1970's. Nevertheless, in 1990, Black children (44.2%) were almost three times as likely as Whites (15.1%) to be living in poverty.

Because striving for success is very difficult, it is important to determine what is the best way to channel our energies and limited resources to get the job done. The focus of this research is to identify factors which will enhance the probability of goal attainment among African-American students. Attending a college or university is the specific goal investigated. Corrective measures which can be taken to combat failure will also be outlined. In the interest of social welfare reform, research is needed to determine whether Black children are being afforded with those things necessary for attaining the goal of post-secondary achievement which is a step to life success. This research endeavor analyzes the significance of a number of conditions which may facilitate or hinder the process of academic development. The central question is operationalized as follows: How do parental involvement, curriculum track, the prestige of one's life goal, socioeconomic status and amount of television viewing differentiate between those

students who desire to go to college, those who do not want to go to college, those who are unsure of their college plans and those who will take a break of a year or more after high school before attending college?

## Method

### Data Source

Data for this study were drawn from the High School and Beyond survey of the National Center for Education Statistics Longitudinal Studies Program. The participating 1,015 high schools were either public, alternative public, Catholic, or private institutions representing various areas in the United States of America. Research participants were surveyed four times, in 1980, in 1982, in 1984, and during a third follow-up in the spring of 1986. Information was collected regarding school, family, work experiences, educational and occupational aspirations and personal values. Subjects for the present study were taken from the sophomore cohort. A random selection from the African-American group yielded a final sub-sample of 1,394 subjects. The sub-sample was comprised of 735 (53.6%) females and 637 (46.4%) males.

### Measurement

Questions which inquired about type of high school program, intentions to attend college, occupational goal at age 30, parental involvement, amount of television viewing and socioeconomic status (SES) were selected from the database. High school program was classified into vocational, general, and college preparatory by the researcher. Occupational goals were arranged into a prestige scale ranging from 1 to 4. A value of 1

was equated with occupations such as craftsman, farmer/farm manager, laborer, operative, service, and homemaker. A value of 2 was equated with the following occupations: clerical, sales, technical, military, and protective services. The occupations school teacher and proprietor/owner were assigned a value of 3 and manager/administrator, professional, and professional/doctor were given the value of 4. The grouping of the occupational goals were based upon classifications used in several previous studies (Duncan, 1961; Siegel, 1971). The amount of television viewing ranged from zero to five or more hours per day. SES was a normalized variable which ranged from -3.0 to 3.0. Composite scores were formed for maternal involvement and paternal involvement. The composite scores for maternal and paternal involvement were each formulated by taking the sum of responses to three questions. The questions for maternal involvement addressed whether or not the student's mother was involved in planning the student's school program, monitoring school work, and whether or not she had post-secondary plans for the student. Similar questions were used to assess the father's involvement with the student. The maternal and paternal involvement scales ranged in value from 0 to 3.

Data Analysis

The data were treated through a discriminant analysis procedure using SPSS for Windows. Four mutually exclusive groups of students defined by their future college plans were formed: those who desired to attend college immediately after high school (group one), those students who did not desire to attend college (group two), those students who were unsure of their plans (group three), and those students who would take

a break after high school, of at least a year, before attending college (group four). The independent variables employed as predictors for group membership were high school program, type of occupational goal, maternal involvement, paternal involvement, amount of television viewing and SES. All results were interpreted at a 0.05 alpha level.

**Results**

The means and standard deviations for the four "college plans" groups as they are distributed among the independent variables are displayed in Table 1. Table 2 contains the F-ratios and significance levels for the predictor variables. All of the variables except for amount of television viewing were significant predictors. The discriminant analysis yielded three functions, two of which were significant.

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Insert Tables 1 and 2 about here

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Function one ($X^2 = 380.01$, $p = 0.00$), explained 23% of the variance. Function one was characteristic of students who had high occupational goal ($r = 0.67$), higher SES ($r = 0.51$), the academic track in high school program ($r = 0.55$) and consistent paternal involvement ($r = 0.48$). In addition, the correlation of maternal involvement to function one was $r = 0.46$. Television viewing did not matter much as the correlation of amount of television viewing function 1 was $r = -0.06$. The group centroids revealed that function one differentiated between group one (0.40), the students who desired to attend college immediately after high school, and all other groups (the students who did not

want to attend college (-1.16); the students who were unsure of their college plans (-0.77); and the students who would take a break before attending college (-0.28)), but especially between group one and group two. (See Table 3.)

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Insert Table 3 about here

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Function two was also significant with a chi-square value of 21.07, p = 0.02. It explained 1% of the variance. Function two characterized students who were from relatively advantaged socioeconomic backgrounds (r = 0.32), and who were placed in the academic track in their high school program (r = 0.52), but they had low maternal involvement (r = -0.56), and spend , perhaps, an inordinate amount of time watching television (r = 0.27). Paternal involvement did not contribute significantly to this function (r = -0.05). Group one, students who wanted to attend college right after high school, yielded a group centroid of 0.03 on function two. Group two, students who did not want to go to college, yielded a group centroid of 0.27 on function two. Group three, students who were unsure of their college plans, yielded a group centroid of -0.07, and group four, students who would take a break before entering college, yielded -0.28 on function two.

The classification table (see Table 4) indicates how useful this set of variables could be in helping us anticipate students' decisions about college. Classification results showed that of the 847 students in group one, group membership was correctly predicted for 519 (61.3%). Forty-seven of the 95 students in group two (49.5%) were classified

correctly. In group 3, 32.4% (n = 69) were classified correctly, but 29.1% (n = 62) were classified incorrectly in group two. Most of the students in group 4 were classified incorrectly into group one (n = 84, 35.1%). The percent of "grouped" cases that were correctly classified was 49.86%.

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Insert Table 4 about here.

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**Discussion**

The goal of this study was to better understand the process leading to college decision. We tried to determine whether high school program, occupational goals, SES, maternal and paternal involvement and amount of television viewing differentiated between high school sophomores whose goal of higher education differed. The results found for the two significant functions proved encouraging.

Function one showed that the students who desired to attend college immediately after high school, (group one), were in a higher high school program, had higher occupational goals, occupied a higher SES, and had more paternal and maternal involvement than those students who did not desire to attend college (group two), especially. However, students who wanted to attend college immediately after high school also differed from students who were unsure of their college plans and students who decided to take a break after high school in this same manner although not to the same degree. As one might suspect, being in a general or college preparatory high school program, setting challenging life goals, such as becoming a teacher or professional, and

having a higher socioeconomic status will be beneficial to the student who wants to attend college. More important is the finding that maternal and paternal involvement also assist in helping a student decide whether or not to pursue the goal of higher education. In addition, paternal involvement seems to be a slightly stronger predictor than maternal involvement. This finding is in accordance with other studies which found that talking to father, interest from father and satisfaction with help from father were beneficial to personality development (Amato, 1986; Brown, Braithwaite & Madhere, 1995). It is prudent that Black parents, whether they are present in the home or not, actively take an interest in their child and their school studies. They must be aware of the various distractions that can lead a child away from the pathway to college and other life successes.

Interestingly, the group who was most similar to group one, students who wanted to attend college immediately after high school, was group 4, students who took at break in between high school graduation and college entrance. Those students who stated that they would take at least a year break before attending college were not in the academic, but in the general curriculum track, they had occupational goals which required additional education, they belonged to a relatively high SES, and drew most of their support from their mother. Perhaps with a little more quality involvement from their father, these students will desire to attend college immediately after high school. Nevertheless, maternal along with paternal involvement may overcome any roadblock associated with SES. Perhaps these changes can lead to a higher grade point average which will make the student more competitive for academic scholarships or increase efforts to seek out and

obtain other sources of financial aid.

The second function discriminated principally between groups two and four, students who did not desire to attend college and students who decided to take a break before attending high school. Maternal involvement has an inverse relationship to these groups. Those students who did not desire to pursue a college education received less maternal involvement than those students who decided to take a break after completing high school. This was the defining predictor of the function. In addition, the students who did not want to attend college were in a higher curriculum track, such as college preparatory or general, than students who elected to take a break after high school. These students were also afforded a more advantageous SES. In addition to maternal involvement, the students who did not want to go to college were also lacking high occupational goals and paternal involvement. It is plausible that with an increased amount of maternal involvement, these students may be more inclined to set higher occupational goals for themselves. With a more prestigious occupational goal, these students may also realize the necessity of a college education. This group may not completely fall victim to the existing educational tracking system or poverty; the goal of higher education is attainable if their present focus is changed.

Those students who are unsure of their college plans, group three, may be reluctant to pursue a college education because of the level of education that the schools are presently providing in addition to their poverty status. Students in group three are in the lowest high school program when compared to the other groups. These students are most likely receiving vocational training which does not adequately prepare a student for

college/university level studies. Various sources of financial aid can allow the children of the poor to pursue a college education and, in turn, higher occupational goals, but curriculum tracking is a larger and more problematic roadblock to success.

Summary and Implications

The group of high school sophomores who desire to attend college are often afforded favorable school and home situations. They are receiving a college preparatory high school education, have high occupational aspirations, have parents who are highly invested in them and are favored by a higher SES. These conditions can help them overcome numerous roadblocks. All other groups of students, those who do not want to attend college, those who are unsure of their college plans, and those who decide to take a break before attending college, fall behind group one in one or more areas. Since changing the existing curriculum tracking system of schools and one's SES will take a considerable amount of time, the best avenue for improving students' chances for success is contingent upon parents. Black mothers and fathers must become highly invested in their children. They must closely monitor their school work, actively take a part in the planning of their child's school program and hold high expectations of success for their child. This kind of involvement should not begin in high school, but much earlier. Our research indicates that students who formulate their college aspirations by the eighth grade, have a better chance of achieving them (Madhere, 1996). Neither should the involvement of the parents terminate during the high school years. In high school, our children look bigger, but they also face more roadblocks. They want a measure of independence, but they also crave our support. The mothers and fathers of Black children

must help their children conquer the various roadblocks to success. The distractions along the pathway to success can lead the Black child away from the goal of higher education. This, in turn, could lessen the chances for life success. In the interest of assuring the security of the Black family in the 21st century, it is necessary for Black parents to increase their amount of involvement with their children regardless of whether they are present in the home or not. They must also pressure the schools to expand the curriculum and include a greater number of advanced courses: algebra, geometry, physics, chemistry, trigonometry, etc. If Black parents do not invest quality time in the futures of Black youth, the destiny of the Black family will look bleak. Future research should consider exploring specific activities related to maternal and paternal involvement which are most beneficial to the success of Black children.

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Table 1

Means and Standard Deviations for College Groups by High School Program, Occupational Goal, SES, Maternal Involvement, Paternal Involvement and Television Hours

| College Group | | HS Program | Occup. Goal | SES | Maternal Involvement | Paternal Involvement | TV Hours |
|---|---|---|---|---|---|---|---|
| Go After HS | M | 2.316 | 3.26 | -0.11 | 2.76 | 2.18 | 4.45 |
| | SD | 0.76 | 1.07 | 0.73 | 0.59 | 0.91 | 1.54 |
| Did Not Want To Go | M | 1.76 | 2.03 | -0.72 | 2.15 | 1.47 | 4.6 |
| | SD | 0.65 | 1.04 | 0.67 | 0.94 | 0.95 | 1.7 |
| Don't Know | M | 1.82 | 2.39 | -0.65 | 2.48 | 1.64 | 4.63 |
| | SD | 0.72 | 1.17 | 0.63 | 0.76 | 0.97 | 1.56 |
| Break After HS | M | 1.95 | 2.84 | -0.43 | 2.57 | 1.89 | 4.31 |
| | SD | 0.76 | 1.2 | 0.63 | 0.75 | 0.96 | 1.67 |

Table 2
Univariate F-values for Predictor Variables

| Predictor | F | Significance |
|---|---|---|
| HS Program | 42.30 | .0000 |
| Occupational Goal | 62.30 | .0000 |
| SES | 53.32 | .0000 |
| Maternal Involvement | 30.72 | .0000 |
| Paternal Involvement | 31.86 | .0000 |
| TVHours | 1.77 | .1514 |

Table 3
Correlation of Predictor Variables to Discriminant Functions, Group Centroids, and Significance of Discriminant Functions

| | Function one | Function two |
|---|---|---|
| Variable Correlations | | |
| High School Program | 0.55 | 0.52 |
| Occupational Goal | 0.67 | -0.31 |
| SES | 0.62 | 0.32 |
| Maternal Involvement | 0.46 | -0.56 |
| Paternal Involvement | 0.48 | -0.05 |
| TV Hours | -0.06 | 0.27 |
| Group Centroids | | |
| Attend After HS | 0.40 | 0.03 |
| Did Not Want To Go | -1.16 | 0.28 |
| Don't Know | -0.77 | -0.07 |
| Break After HS | -0.28 | -0.15 |
| Chi-square | 380.01 (p = 0.00) | 21.07 (p = 0.02) |
| Canonical Correlation | 0.48 | 0.10 |

Table 4
Classification Table

| College Group | No. of Cases | Predicted Group Membership: Attend After HS | Did Not Want To Go | Don't Know | Break After HS | Total |
|---|---|---|---|---|---|---|
| Attend After HS | 847 | 519<br>61.3% | 74<br>8.7% | 109<br>12.9% | 145<br>17.1% | 60.8% |
| Did Not Want To Go | 95 | 15<br>15.8% | 47<br>49.5% | 24<br>25.3% | 9<br>9.5% | 6.8% |
| Don't Know | 213 | 41<br>19.2% | 62<br>29.1% | 69<br>32.4% | 41<br>19.2% | 15.3% |
| Break After HS | 239 | 84<br>35.1% | 41<br>17.2% | 54<br>22.6% | 60<br>25.1% | 17.1% |

Percent of "grouped" cases correctly classified: 49.86%